

**Student Development and Enrollment Services
In-Unit Faculty Annual Evaluation Standards & Procedures
Creative School for Children**

Approved by Faculty Relations on 5/4/2012 for first use in the 2012-2013 academic year

Name _____ Employee ID _____ Appraisal period from _____ to _____

The job performance of an **In-Unit Faculty** staff member is to be reviewed annually on an academic year basis to ensure attainment of professional and division goals and objectives, to enhance communications, and to facilitate and promote career growth and development. Evaluations are to be performed in accordance with the BOT-UFF Collective Bargaining Agreement.

The following are the top three goals from your previous annual performance review.

Goal I: _____ **Performance Factor (s)** _____

Comments:

Goal I: ___ **Achieved** ___ **Not Achieved** ___ **In Progress**

Goal II: _____ **Performance Factor (s)** _____

Comments:

Goal II: ___ **Achieved** ___ **Not Achieved** ___ **In Progress**

Goal III:

Performance Factor (s) _____

Comments:

Goal III: ___ **Achieved** ___ **Not Achieved** ___ **In Progress**

LEGEND

O=Outstanding

Highest standard of excellence, exemplary, visionary, exceptional, executing, innovative or leadership.

AS=Above Satisfactory

Excels, consistent accuracy, implements, encourages, ambitious, cohesive, initiative, highly competent, secure, or highly committed.

S=Satisfactory

Satisfies general requirements, accurate, reliable, effective, flexible, basic strengths, appropriate conclusions, or harmonious.

C=Conditional

Inconsistent, unsure, minimal, inadequate, ineffective, unreliable, reluctant, occasional or neglectful.

U=Unsatisfactory

Unacceptable, consistently lacking, below standards, avoids, unable, unwilling, uncooperative, cannot relate, negligent, uninterested, or untrustworthy.

NOTE: In order to receive an "AS" the employee must perform at the "S" level and "AS" level. In order to receive an "O" the employee must perform at the "S", "AS", and "O" level. Note: examples are not all inclusive; it is not necessary to meet all examples to achieve rating. Additional examples being used will be weighted as determined by the supervisor.

<p><u>1. Job Competency / Knowledge:</u></p> <p>Clear understanding and knowledge of early childhood best practices; fulfillment of goals, objectives, responsibilities and outcomes. (Ex: DCF, NAEYC).</p>	<p>O: Participates in and contributes to ECE research (ex: contributions to CSC, UCF, local, state or National journals, newsletters, areas that make an impact on improving quality in early education programs.).</p> <p>AS: Can mentor, train and role model DCF, DAP and NAEYC knowledge to others. (Ex: Assistant teachers, parents, students, and peers)</p> <p>S: Understands and can demonstrate minimum DCF licensing Rules & Regulations as outlined in the 45-hour state training, developmentally appropriate practice (DAP) and NAEYC quality standards of practice.</p> <p>C: Does not consistently demonstrate minimum DCF licensing rules & regulations, developmentally appropriate practice (DAP) and NAEYC standards. Routine assistance from supervisor is necessary.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p><u>2. Job Competency / Skills:</u></p> <p>Clear delivery of early childhood knowledge within the learning environment; maintains an appropriate pre-school classroom (program).</p>	<p>O: Parents are encouraged to be involved in the classroom development & planning process (Ex: parents have the opportunity to offer cultural, culinary, linguistic, educational or familial contributions to the classroom).</p> <p>AS: Assistant teachers are mentored to get involved in the classroom development & planning process (ex: opportunities are presented to contribute to lesson plans, class activities, field trip experiences, etc.).</p> <p>S: Classroom environment is established for ECE appropriateness. Lesson plans meet the individual needs of the children and meet state & NAEYC standards of practice (Ex: emergent learning, Project Approach).</p> <p>C: Does not consistently demonstrate a classroom environment for ECE appropriateness. Lesson plans do not consistently meet the individual needs of the children, state or NAEYC standards.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p><u>3. Judgment / Decision Making:</u></p> <p>The ability to discern and prioritize responsibilities.</p>	<p>O: Collaborates with peers to make team decisions and can make sound, ethical judgment with little to no support. Solution focused.</p> <p>AS: Seeks support from administrators when decisions are out of the realm of responsibility (Ex: when state agencies need to be contacted for additional support as in child protective services (CPS) or developmental needs).</p> <p>S: Ability to discern and prioritize responsibilities; managing multiple tasks; able to make sound decisions based on the needs of the classroom, CSC & NAEYC.</p> <p>C: Does not consistently demonstrate the ability to discern and prioritize responsibilities, manage multiple tasks or make sound decisions based on the needs of the classroom, CSC and NAEYC.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>

<p>4. Problem Solving: Understanding the needs of the early childhood environment and developing sound, prompt and practical solutions.</p>	<p>O: When issues and / or problems arise, seeks opportunities to look for solutions that support CSC’s growth and operation. Works collaboratively with administration and co-workers to solve problems.</p> <p>AS: Seeks support from administrators when problems are out of the realm of job knowledge or skills (Ex: if an issue arises with a family or a co-worker).</p> <p>S: Can identify problems and seek immediate solutions. Follows the NAEYC Ethical Code of Conduct for ethical behavior.</p> <p>C: Does not consistently identify problems, seek immediate solutions or follow the NAEYC Ethical Code of Conduct for Behavior.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p>5. Initiative / Adaptability to Change: Understands the need to take initiative and the importance of adapting to change. Demonstrates flexibility even in times of ambiguity.</p>	<p>O: Embraces change with enthusiasm and improves self-performance and assists other staff with changes (ex: can be a mentor, leader, etc.).</p> <p>AS: Embraces change with enthusiasm and improves self-performance based on those changes.</p> <p>S: Embraces changes with positive attitude and adapts performance to accept these changes.</p> <p>C: Does not embrace change with positivity or uses change to increase performance.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p>6. Parent Partnerships: Understands and engages parents within CSC, the classroom, lesson planning and child development.</p>	<p>O: Assist parents with transitions to the next CSC age group and with supervisory support, seeks ways to assist parents, with community resources and when necessary make referrals.</p> <p>AS: Seeks to understand the importance of the parents’ role and works to meet the parent’s needs and involves parents in project planning, activities and curriculum.</p> <p>S: Engages parents with a warm, inviting atmosphere, building strong, solid relationships and invites parent participation in classroom and CSC events and activities. Supports CSC’s Open Door Policy.</p> <p>C: Does not consistently demonstrate warm, friendly parent partnerships, inviting atmosphere or invite parents to participate in classroom or CSC events. Does not support CSC’s Open Door Policy.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>

<p><u>7. Community Partnerships – Early Childhood:</u> Understands and engages the UCF College of Education (ECE), our ERCCD partners and the early childhood community.</p>	<p>O: Seeks opportunities to publish works or present at conferences and workshops on topics related to ECE with our ECE or ERCCD partners.</p> <p>AS: Seeks opportunities to mentor ECE students connected with the UCF COE and ECE community.</p> <p>S: Engages and seeks opportunities to collaborate with the UCF COE & ECE community.</p> <p>C: Does not consistently seek opportunities to collaborate with the UCF COE community or marketing of the CSC program.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p><u>8. Community Partnerships – UCF:</u> Understands and engages the department and the university to meet its mission, vision and goals and students (Ex: CREED).</p>	<p>O: Seeks opportunities to collaborate with different departments and expand CSC’s contact base within the UCF community.</p> <p>AS: Represent CSC at departmental and university functions living the CREED with NAEYC standards and principles (Ex: present CSC in a positive light, showing support of colleagues, peers, parents, students and families).</p> <p>S: Engages the UCF community through demonstration of its mission, vision and goals and engages the CSC volunteers and student parents by living the CREED values seeking opportunities to mentor and lead.</p> <p>C: Does not consistently demonstrate community engagement of the university mission, vision and goals or the CREED values.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p><u>9. Communication:</u> Effective communication both in speaking and in writing.</p>	<p>O: Is able to discuss, explain and train in spoken and written word as described in the “AS” above satisfactory level.</p> <p>AS: Is effective in spoken and written word when communicating to ECE colleagues and can communicate and define the CSC, department and university’s mission, vision and goals.</p> <p>S: Is effective in spoken and written word when communicating to children (A-C interaction), families, staff and administrators.</p> <p>C: Does not consistently demonstrate effective spoken or written word to perform job duties and/or demonstrates inappropriate communication with partners, children (A-C Interaction), families, staff and administrators.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>

<p><u>10. Leadership / Professionalism:</u> The ability to motivate, guide and instruct self and others; ability to take and give direction. Willing to perform other duties. Demonstrates flexibility and works with minimal supervision. (Ex: Statement of Shared Values, Diversity Training, etc.).</p>	<p>O: Demonstrates flexibility and a willingness to perform duties and responsibilities with minimal supervision and demonstrates flexibility to serve in a capacity outside of typical responsibilities.</p> <p>AS: Can give direction with clear, thoughtful and tactful communication and can take direction with reflection and a willingness to make corrections when needed.</p> <p>S: Demonstrates ability to motivate, guide and instruct self and others in DCF, ECE, NAEYC, SDES and UCF principles.</p> <p>C: Does not consistently demonstrate motivation and / or instruction of DCF, ECE, NAEYC, SDES and UCF.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p><u>11. Effective Reporting:</u> Submitting timely and accurate lesson plans, newsletters and reports.</p>	<p>O: Keeps administration informed of any issues affecting school operations and supports administration with maintaining the NAEYC Program Portfolio and standards of quality.</p> <p>AS: Keeps accurate records of all child attendance, portfolios and child information and maintains the records and sources of evidence for NAEYC classroom portfolios (Ex: records kept annually and with current updated information).</p> <p>S: Submits timely and accurate lesson plans (weekly on Thursday AM for the following week in Shared File), newsletters and written communications. Keeps administration informed of any school issues.</p> <p>C: Does not consistently submit lesson plans in a timely manner for review.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor. Does not keep administration aware of any school issues.</p>

<p>12. Technology & Technological Resources: Effective use of university and CSC technology, including technology with children. Acquisition of new technological skills for job effectiveness.</p>	<p>O: Uses technology to affect the learning of children, families, students and/or colleagues (Ex: Power point presentations, green-screen, MPEG movie making etc.).</p> <p>AS: Seeks opportunities to acquire new technological skills and apply them in the classroom. (Ex: Enrolls in technical training offered by SDES IT).</p> <p>S: Demonstrates efficiency with computers and technology to adequately complete and produce work for classroom and with children as a part of the daily learning experience.</p> <p>C: Does not consistently demonstrate efficient use of computers or technology to complete and produce work. Does not seek out opportunities to increase new skills.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p>13. Dependability and Attendance: Punctuality and reliability and commitment to CSC and departmental goals (Ex: Attendance at CSPA and SDES meetings).</p>	<p>O: Attends and maintains a presence at local and / or state ECE functions (ex: at least once / year).</p> <p>AS: Attends at least two (2) parent meetings per academic year (once / semester) <u>and</u> attends at least two (2) SDES department meetings per academic year (once/semester).</p> <p>S: Maintains adequate attendance for the workday and demonstrates reliability and flexibility. (Ex: staying late when needed, assisting in another class when needed, etc.).</p> <p>C: Does not consistently maintain adequate attendance; shows little flexibility or dependability.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>
<p>14. Professional Growth and Development: Seeks skills and opportunities for professional enhancement and development.</p>	<p>O: Seeks and maintains annual memberships in early childhood organizations (NAEYC, High/Scope, NACCP, etc.) and /or seeks opportunities to present at local, state or national conferences and train CSC colleagues.</p> <p>AS: Seeks opportunities to advance one’s knowledge, skills and abilities (KSA) in the areas of ECE, seeking local and / or state trainings and / or with our ECE partners and experts.</p> <p>S: Maintains the minimal 10 hours / year in-service as required by DCF.</p> <p>C: Does not consistently maintain the minimal 10 hours of in-service as required by licensing.</p> <p>U: For a second consecutive evaluation period employee was not at an “S” satisfactory level as described within this performance factor.</p>

The following will be GOALS for the upcoming year. These will also relate to performance factors.

Goal I: Performance Factor (s) _____

Goal II: Performance Factor (s) _____

Goal III: Performance Factor (s) _____

Overall Performance Evaluation

Appraisal Statement: In processing the performance appraisal, read through each performance factor and check the most appropriate rating using the key words listed under LEGEND on page 2. Key words will be used to support the Overall Performance Evaluation.

- ___ Outstanding: Performance is at least satisfactory or above in all areas and outstanding in at least eight (8) areas.
- ___ Above Satisfactory: Performance is at least satisfactory or above in all areas and above satisfactory at least eight (8) areas.
- ___ Satisfactory: Performance is at least satisfactory in all areas with the exception of one conditional.
- ___ Conditional: Performance is below the satisfactory level defined as receiving conditional in two or more areas.
- ___ Unsatisfactory: Performance is below the satisfactory level defined as receiving unsatisfactory in two or more areas.

Employee Comments:

(use additional sheets if necessary)

I certify this performance review has been discussed with me.

CSC Instructional Specialist Signature

Date

CSC Director Signature

Date

SDES AVP Signature

Date